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ABSTRACT

The purpose of this document is to provide a step-by-step outline of the language experience approach. It first explains this technique for teaching both words and sentences to beginning readers. Steps are outlined first for teaching words, then for teaching sentences. What to do and what to say is suggested for each step. Teaching words includes such steps as learner selection of a picture, selection of a word, repeated pronunciation of that word, random recall of letters, student printing of the word, combination of picture and word, and, throughout, repeated recall and pronunciation of the word. The steps in teaching sentences are similar: learner selection of a picture, selection of a sentence from student description, repeated pronunciation of the sentence, determination of a title for the story, pronunciation of the title, random recall of letters, recall of the title and story, student printing of the story, and, throughout, repeated recall and pronunciation. These suggestions are offered for instruction: review of word and sentences from previous lessons at beginning of each lesson and encouragement of student to practice at home. (YLB)

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TECHNíQUES

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Language Experience Approach

This technique* can be used to teach both words and sentences to beginning readers. The words and sentences taught must come from the adult's experience, that is, they must be the learner's own words and sentences. Begin with one word and one sentence per lesson. As the learner improves, increase to one word and three sentences per lesson. Each lesson should not exceed 20 minutes.

Teaching Words

Words to be taught can come by asking learners to select a picture from a magazine which they like. A variety of magazines should be provided in the classroom. Be sure the magazines are adult oriented and represent a wide variety of interests.

What To Do	*What To Say*
Meet basic needs	Ask specific question to determine if needs are met. "Are you hungry?" or "Would you like to rest before we start?"
Have the learner select a magazine that will be of interest.	"Select a picture that looks interesting to you."
Identify the picture selected	"Tell me what that is."
Print word on unlined paper using lower case letters and have student *pronounce the word as many times as there are letters in the word.*	"Pronounce the word each time I write a letter."
(IF AT ANY TIME THE LEARNER CAN'T DO WHAT YOU ASK GO BACK TO THE PREVIOUS STEP)	
See if the learner can recall letters at random.	"As I point to various letters you tell me their name."
Check recall of word	"Pronounce the word again."
Have student print word on different sheet of paper.	"Please copy your word on this sheet of paper and pronounce each letter as you write your word."
Check recall of word	"Please pronounce the word again."
Combine picture and word	"Cut out the picture and paste on reverse side of the word page."
Check recall of word	"Once again pronounce your word for me."
Make attractive cover using colored paper and rings. Title the book "Bob's Book."	"Please punch holes in page and place in book."
Check recall of word.	"And once again pronounce the word for me."

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Teaching Sentences

Have the learner select another picture that is of interest.	"Select a picture that looks interesting to you."
Select a sentence to teach.	Say to the learner, "Tell me about that picture."

(FROM THE LEARNER'S DESCRIPTION OF THE PICTURE SELECT A SHORT SENTENCE TO TEACH. ANY SENTENCE CAN BE SELECTED. DO NOT CORRECT GRAMMAR — THAT IS ANOTHER PROBLEM TO BE ADDRESSED LATER.)

Write the sentence on a piece of paper. Ask the learner to *repeat the sentence as many times as there are words in the sentence.* Make sure the learner repeats the sentence with original phrasing.	"Say your sentence each time I write a word."
Determine if student has learned word in sequence.	"Pronounce each word as I point to it."
Determine if student has learned words at random.	"Pronounce each word as I point to it."
Check recall of sentence.	"Please reread your sentence."
Determine title for story.	"What is your picture all about?" or "What is the most important point of your picture?"
Write title of story on paper. Have student repeat the title as many times as there are letters in the title.	"Pronounce the title each time I write a letter."
Pronounce each letter in sequence and see if learner can spell the word.	"Pronounce each letter as I point to it."
Determine if student has learned letters at random.	"Pronounce each letter as I point to it."
Check recall of title and story.	"Please read entire story."
Have student copy story, on bottom half, on new sheet of paper.	"Pronounce each word as you write your story."
Check recall of story.	"Please read entire story again for me."
Paste picture on top half of page.	"Cut out the picture and paste on top half of page."
Check recall of story.	"Please read entire story again for me."
Place story in book.	"Punch holes in paper and place in your book."
Check recall of both word and sentence just learned.	"Once again, read both your new word and sentence.

Review and Summary

At the beginning of each lesson spend two minutes reviewing the word and sentences learned at the previous lesson. You will find that learners at this level need the repetition. Also, encourage the learner to take their book home and practice reading. As the learner builds sight vocabulary and confidence in their ability to learn, they can gradually be transferred to your regular instructional sequence.

*Adapted from procedure developed by John George.